
EDIT 730 (IMMERSION)
Analysis and Design of Hypermedia/Multimedia Learning Environments

Instructor: Dr. Shahron Williams van Rooij
Class Dates: 09/02/2009 – 12/09/2009
Class Meeting Times: Wednesday, 12:30 – 03:40 PM
Class Meeting Location: Commerce I Room 100 (Computer Lab)

Contact Information:

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REQUIRED TEXTS

- Piskurich, George M. (2006). *Rapid instructional design: Learning ID fast and right*. Pfeiffer Publishing. ISBN 978-0-7879-8073-3
- Rossett, Allison. (2008). *First things fast, 2nd Edition*. Pfeiffer Publishing. ISBN 978-0-7879-88487

COURSE OBJECTIVES

The objectives of this course are to:

- Connect the instructional design literature to the practice of analysis, design, and development
- Provide opportunities for reflection and dialogue about the instructional design process
- Apply the instructional design process to the evaluation and development of technology-based instruction through research-based authentic prototype projects
- Interact with clients and/or subject matter experts in project development
- Investigate learning theory, research, and applied practice issues related to technology-based instruction

INSTRUCTIONAL APPROACH

This course focuses on facilitating connections between the instructional design literature and the practice of researching and developing technology-based instructional products. Each session consists of a combination of presentations, discussions, reflections and lectures. Course activities and outcomes support the successful completion of the Fall 2009 Immersion project. The course will also utilize Blackboard CE6, accessible at <http://courses.gmu.edu> to supplement our classroom work.

NOTE: This syllabus is subject to modification contingent upon changes to the Immersion project that this course supports. Any changes will be announced in class as well as posted to the ANNOUNCEMENTS area of the Bb course site.

ASSIGNMENTS

There are **four (4)** assignments required for successful completion of this course.

1. Viewpoint Presentation (20 points)

Each student will locate and read a peer-reviewed research article related to the topic in the assigned course readings. The student will prepare a 15-20 minute PowerPoint® presentation summarizing and evaluating that article based on the concepts and principles in the assigned course readings. The presentation should also include an example from the real world of work (previous jobs) to illustrate (or challenge) the concepts presented in the article.

2. Team Process/Content Checks (30 points)

Each student will be asked to provide written formative feedback to his/her team at three (3) milestone points during the semester (check course schedule and Bb calendar for due dates):

- Project management processes and structures/Front-end Analysis Report;
- Needs assessment tools and techniques/Needs Assessment Report;
- Monitoring/controlling to plan/Research Report

3. Instructional Software Deep-Dive Demonstration/Team Project (35 points)

Each team will provide an in-depth 30-minute presentation and demonstration of the capabilities of one (or more) of the technologies recommended during Week 2 of the Immersion class. To demonstrate proficiency with the selected software, each team will develop one (1) example of the type of instructional materials that can be created with the software. The demo should include some background information as to why the team selected that particular type of software, as well as how the software addresses Immersion project needs.

4. Reflections Paper/Individual Assignment (15 points)

Prepare a brief (1-3 pages, single spaced) paper reflecting on your experiences during this course and post it to the ASSIGNMENT DROPBOX on the Blackboard course web site.

Total Possible Points: 100

ASSESSMENT

General Information

The evaluation of student performance is related to the student's demonstration of the course outcomes. All work is evaluated on its relevance to the specific assignment, comprehensiveness of information presented, specificity of application, clarity of communication, and the analytical skills utilized, as documented in the respective GRADING RUBRICS. Team assignments receive **two (2) grades: One** for the assignment **deliverable**, and one for the team members' **individual** contributions. **Your individual contribution grade is the grade that will appear in your Gradebook in Bb.** The rubrics, along with a copy of this Syllabus, are posted on our Blackboard CE6 course Web site.

Grading scale

Decimal percentage values $\geq .5$ will be rounded up (e.g., 92.5% will be rounded up to 93%); decimal percentage values $< .5$ will be rounded down (e.g., 92.4% will be rounded down to 92%). **Late assignments will be penalized 10% for each class session past the due date.**

A=90-100; B=80-89; C=70-79; D=60-69; F=<60

Great care is given to evaluating student performance based on the requirements documented in the grading rubrics for each assignment. As such, grades are not negotiable. In the event that, following discussions with the instructor, a student feels that his/her grade is unfair, the grade may be appealed using the university's appeal process described at <http://www.gmu.edu/catalog/apolicies/index.html#Anchor56>.

CLASS MAKE-UP POLICY

If George Mason University is closed due to inclement weather on the day of class, or for any other reason, the class will be conducted via our Blackboard course site. In the event the university infrastructure is taken offline during such a closure, material missed will be incorporated into subsequent class sessions.

COURSE SCHEDULE AND TOPICS

DATE	TOPIC	ASSIGNMENT
Week 1 Sept. 2	<u>GETTING STARTED/OVERVIEW</u> <ul style="list-style-type: none"> • Introductions, review syllabus • Intro to Blackboard (Bb) course site • <i>Viewpoint Presentations</i> Sign-up • Learning and the Organization 	<ul style="list-style-type: none"> • Piskurich, Chapters 1 • Rossett, Chapter 1 • View the Training & Development Video
Week 2 Sept. 9	<u>INTRO TO PROJECT MANAGEMENT IN IDD</u> <ul style="list-style-type: none"> • Discuss T&D video • Discuss Piskurich (ch. 1) • Discuss Rossett (ch. 1) • Project Management Overview 	<ul style="list-style-type: none"> • Read project management ID article • Piskurich, Chapter 2 • Rossett, Chapter 2
Week 3 Sept. 16	<u>SCOPE MANAGEMENT PLANNING</u> <ul style="list-style-type: none"> • Viewpoint Presentation #1 • Discuss PM ID article • Discuss Piskurich (ch. 2) • Discuss Rossett (ch. 2) • Managing Project Scope 	<ul style="list-style-type: none"> • Read PM Continuous Improvement PDF posted on Bb course site • View the Project from Hell video • Work on Team Process Check #1
Week 4 Sept. 23	<u>LEARNING ASSET INVENTORIES</u> <ul style="list-style-type: none"> • Viewpoint Presentation #2 • Discuss PM Continuous Improvement article • Submit/present Team Process Check #1 • Asset Mapping Approaches 	<ul style="list-style-type: none"> • Read Piskurich, Chapters 4-5
Week 5 Sept. 30	<u>INSTRUCTIONAL SOFTWARE MARKET</u> <ul style="list-style-type: none"> • Viewpoint Presentation #3 • Discuss Piskurich (ch. 4-5) • Navigating the Software Market 	<ul style="list-style-type: none"> • Piskurich, Chapters 9-10 • Rossett, Chapter 7
Week 6 Oct. 7	<u>NEEDS ASSESSMENT</u> <ul style="list-style-type: none"> • Viewpoint Presentation #4 • Discuss Piskurich (ch. 9-10) • Discuss Rossett (ch. 7) • Needs Assessment and Organizational Culture 	<ul style="list-style-type: none"> • View Wedman's Performance Pyramid Model • Rossett, Chapters 3-5
Week 7 Oct. 14	<u>DATA COLLECTION & DOCUMENTATION</u> <ul style="list-style-type: none"> • Viewpoint Presentation #5 • Discuss Rossett (ch. 3-5) • Data Collection Methods 	<ul style="list-style-type: none"> • Rossett, Chapter 6 • Piskurich, Chapter 3 • Work on Team Process Check #2

DATE	TOPIC	ASSIGNMENT
Week 8 Oct. 21	<u>COMMUNICATIONS MANAGEMENT</u> <ul style="list-style-type: none"> • Viewpoint Presentation #6 • Discuss Piskurich (ch. 3) • Discuss Rossett (ch. 6) • Submit/Present Team Process Check #2 • Managing Stakeholder Communications 	<ul style="list-style-type: none"> • Rossett, Chapter 8 • Read Gartner Case Study PDF on Bb course site
Week 9 Oct. 28	<u>RISK MANAGEMENT</u> <ul style="list-style-type: none"> • Viewpoint Presentation #7 • Discuss Rossett (ch. 8) • Discuss Gartner Case Study • Managing Risks/Potential Landmines 	<ul style="list-style-type: none"> • Rossett, Chapter 9 • View Risk Management-Seinfeld video
Week 10 Nov. 4	<u>MONITORING & CONTROLLING</u> <ul style="list-style-type: none"> • Viewpoint Presentation #8 • Discuss Rossett (ch. 9) • Keeping things in check: Whose Job is It? 	<ul style="list-style-type: none"> • Rossett, Chapter 10
Week 11 Nov. 11	<u>PROCESS LESSONS LEARNED</u> <ul style="list-style-type: none"> • Viewpoint Presentation #9 • Discuss Rossett (ch. 10) • Capturing Lessons Learned 	<ul style="list-style-type: none"> • Work on Team Process Check #3
Week 12 Nov. 18	<u>GROUP SESSION PROCESS CHECK</u> <ul style="list-style-type: none"> • Submit/Present Team Process Check #3 • Q&A and Consultation Time 	
Week 13 Nov. 25	THANKSGIVING HOLIDAY – NO CLASSES	
Week 14 Dec. 2	<u>GROUP PRESENTATIONS/DISCUSSIONS</u> <ul style="list-style-type: none"> • Submit/Present Results of Instructional Software Deep-Dive • Q&A and Consultation Time 	<ul style="list-style-type: none"> • Complete Reflections Paper (assignment #4)
Week 15 Dec. 9	<u>COURSE WRAP-UP</u> <ul style="list-style-type: none"> • Submit Reflections Paper • Closing Remarks • Complete Course Evaluation Forms 	

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

HONOR CODE

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set for the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the University Catalog or web site at www.gmu.edu.

This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has a disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester, so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474).